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THE PROBLEM OF JUSTIFYING AN ATHLETIC  
PROGRAM THAT INCLUDES SPORTS THAT ARE  
NOT ABLE TO SUPPORT THEMSELVES  
FINANCIALLY

Andrew J. Sullivan  
August, 1960

THE PROBLEM OF JUSTIFYING AN ATHLETIC PROGRAM THAT  
INCLUDES SPORTS THAT ARE NOT ABLE TO SUPPORT  
THEMSELVES FINANCIALLY

A Term Paper Presented To  
Professor Maynard O'Brien  
Eastern Illinois University

in

Physical Education 530

In Partial Fulfillment  
Of The Requirements For The Degree  
Master of Science in Education

by

Andrew J. Sullivan

August, 1960

This study has been accepted by Professor Maynard O'Brien and approved by the Head of the Department of Physical Education (Men), Eastern Illinois University, as partial fulfillment of the requirements for the Master of Science in Education Degree.

Accepted:

Maynard O'Brien  
Maynard O'Brien

Approved: 

John W. Masley  
Advisor

Date

July 13, 1960

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## CHAPTER I

### INTRODUCTION

In many communities today, the school administrators are being criticized for carrying out an athletic program that is costing the taxpayer some money. With the large number of interscholastic sports being offered by many schools today, it is impossible for them to operate the program without some financial aid from their boards of education. There are far too many people living in every community who would prefer to include only those sports in an athletic program that will support themselves financially. What then would be the result if that were to happen? Some sports do not have the spectator appeal, or the nature of the sport does not easily lend itself to the collection of gate receipts. Several of the sports must be played during the day when most of the parents and fans are unable to attend because they are working. Golf and cross country are conducted over such a wide area that it is difficult to collect admissions with the same number of ticket takers and ticket sellers used for the football and basketball games. Baseball, unless the park is fenced in, would also fall into the latter category. The average school would then probably be able to field teams in only football and basketball. In some rare instances, where community interest is high, wrestling, track, and maybe baseball would be self-supporting and thereby be awarded a place in the school's athletic program. In almost all cases a school could not be expected to sponsor tennis, golf, swimming or cross country teams. If the schools were forced to operate under such condi-

tions, they would be confronted with many unhappy school children in addition to sponsoring a poorly balanced athletic program.

There is no doubt that schoolmen in general would prefer to have athletics financed the same as any other school subject. Certainly from an educational standpoint, athletics can be justified as having as great, or greater, possibilities for teaching citizenship, sportsmanship, character, self-discipline, health and the use of leisure time than any other school subject.<sup>1</sup> The time may eventually come when the boards of education will subsidize the athletic program and be able to include the sports it feels are best for the youth in the community. Until that practice becomes a reality, the problem before us today is "What means of justification can be given for including such sports as golf, tennis, swimming, cross country, wrestling, baseball and track in the athletic program if little or none of the expense of the activity can be derived from gate receipts?" Since many schools do include these sports in their athletic program, the writer will attempt to defend their value to the school and the community.

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<sup>1</sup>C. E. Forsythe, The Administration of High School Athletics (New York: Prentice-Hall Inc., 1954), p. 241.

## CHAPTER II

### OBJECTIVES OF ATHLETICS

Before any type of appraisal or criticism of an educational or athletic program can be made, it is imperative that their objectives be studied. In the actual administration of athletics in school or college, there could be many administrative objectives.<sup>2</sup> Each administrator may have a slightly different opinion or philosophy toward physical education, and his influence would, of course, effect the objectives in that institution. With that idea in mind, perhaps the following list of general objectives should be listed, and the more detailed or specific objectives (of which there are many), would be able to fit into one of the areas. The four educational objectives in athletics, according to Williams and Hughes,<sup>3</sup> are:

1. Athletics must provide physiological results, indicative of wholesome, functional activity of organic system and sufficient for the needs of the growing organism.
2. Athletics must have significance for him who participates and provide a carry-over interest.
3. Athletics must provide opportunity for the individual to acquire skills and to experience satisfaction in the performance of racially old natural activities.
4. Athletics must offer opportunity to the individual under wise leadership to meet situations with growth in personal and social attainment for all members of the group.

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<sup>2</sup>J. F. Williams and W. L. Hughes, Athletics in Education (Philadelphia, London: W. B. Saunders Company, 1936), p. 95.

<sup>3</sup>Ibid., p. 96.



There may be several other objectives that are important enough to be included in this general grouping. The feeling here is that the aesthetic (or appreciation) objective could very well be placed in this classified group. The aesthetic objectives may be confined to three general areas: (1) appreciation of exercise and its aesthetic effect on the body, (2) appreciation of sports, and (3) appreciation of the wise use of leisure.<sup>4</sup>

These objectives are not new. They have been discussed by many authors and educators for several years. The appreciation and leisure time objectives seem to be more easily understood by the people today. After listing some more specific objectives, this article will discuss more fully these objectives and their values in today's athletic program. With interscholastic athletics as they exist at present in most sections of the country, it is apparent that a study of athletic objectives should include the participant, the school and the student body, and the community.<sup>5</sup> By objectives, Charles Forsythe, former State Director of High School Athletics in Michigan, means the goal or end to be realized, and in the case of athletics, the end is to be understood by each of the three parties mentioned above. The list of objectives for the participant are as follows:

1. Opportunity to learn new games.
2. Improvement in playing skills.
3. Development of physical vigor and desirable habits in health, sanitation, and safety.

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<sup>4</sup>D. C. Seaton, I. A. Clayton, H. C. Leibee, and L. Messersmith, Basic Book of Sports (Englewood Cliffs, New Jersey: Prentice-Hall Inc., 1956), p. 8.

<sup>5</sup>Forsythe, op. cit., p. 5.

4. Opportunity to make real friendships with squad members.
5. Opportunity to widen a circle of friends by acquaintance with members of opposing teams and to visit and play in other communities.
6. A chance to observe and exemplify good sportsmanship.
7. Realization that athletic competition is a privilege that carries definite responsibilities with it.
8. Association with real gentlemen and true sportsmen in the persons of athletic coaches.
9. A chance to enjoy one of the greatest heritages of youth--the right to play.
10. A chance to learn that violation of a rule of the game brings a penalty--and that this same sequence follows in the game of life.<sup>6</sup>

The athletic objectives for the school and the student body may differ in schools because of the difference of opinion among administrators. Forsythe<sup>7</sup> suggests that the following are some of the salient factors:

1. Athletics should occupy a position in the curriculum comparable to that of other subjects or activities.
2. Athletics should be made educational.
3. Athletics should be used to promote a fine school morale.
4. Proper student interest should be created by enlisting student aid at contests.
5. All visiting schools should be treated as guests.
6. A school's program in athletics, and the sports that it sponsors, should be based on the following factors:
  - (a) The number of available students.
  - (b) The financial ability of the school to equip its team properly and to furnish adequate facilities.
  - (c) Its ability to furnish competent instruction and wise leadership.
7. The athletic program should be an aid to school administration rather than a source of trouble.
8. There should be associated with the interscholastic athletic program a comprehensive plan for intramural activities.
9. The athletic program should be broad rather than narrow in its scope. It should include as many activities as possible in order to interest and be of benefit to more students.

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<sup>6</sup>Ibid., pp. 5-6.

<sup>7</sup>Ibid., pp. 7-8.

10. In general, there should be no distinction between so-called major and minor sports. Each sport is of equal importance to the student participating in it.
11. The school policy should be definite so that athletes will not expect special privileges. If none are given, none will be expected.
12. Sportsmanship, fair play and good school citizenship should be the objectives of all athletic programs. Sometimes these are referred to as spiritual and moral values of athletics.

The participant, school and student body should be satisfied in the athletic program before the interests of the community should be given any consideration, according to Forsythe.<sup>8</sup> To summarize the community athletic objectives, the following might be listed:

1. Communities should realize that control of, and responsibility for school athletics rests entirely with school authorities.
2. School athletics should furnish a recreational opportunity for the general public only insofar as a community is willing to see that program conducted solely for the benefit of student competitors and student spectators.
3. Communities should judge the success of the season on the number of participants and spectators, new skills acquired, and good citizenship and good sportsmanship taught rather than on numbers of games won and lost.
4. Communities constantly should keep in mind the fact that, primarily, an athletic contest is a part of a school program because of its educational implications. When it ceases to have educational value it should cease to be a school function.<sup>9</sup>

The objectives that have been mentioned here are all worthy ones. They do not make up a complete list, but should furnish the groundwork for a good, well-balanced athletic program for any school. It would be possible to alter or add to this list as the situation, or conditions in the community, might bring about the need to do so.

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<sup>8</sup>Ibid., p. 8.

<sup>9</sup>Ibid., p. 9.

### CHAPTER III

#### WHY HAVE ATHLETICS?

The argument opposing any athletic activity that can not support itself financially is a weak one. Many of our educators and administrators do not favor that type of reasoning as it might eventually force them to defend such subjects as history, mathematics, music, etc., in the education program in a like manner. It would be most difficult to operate our educational program and frame the curriculum around the mercenary idea--"If it can't pay its own way, don't sponsor it." One cannot visualize a school sponsoring a mathematics contest, or a "spelling bee" with the hope of selling enough tickets to the event to include those classes in the general curriculum for the next year. This, of course, will not happen, but there is a problem in many school systems of defending certain sports activities that are offered in the athletic program.

It is contended here that athletics have a legitimate place in education, that they should be used to further worth-while educational goals, and that financial, professional, and administrative merits or values should not be used to determine educational values. Thus, one form of athletics may pay better than another, but institutional policy should be shaped by educational and not financial outcomes; alumni may favor professionalization of sport but an educational institution should be guided by the desirable changes to be made in the student body.<sup>10</sup> The

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<sup>10</sup>Williams and Hughes, op. cit., p. 49.

dangers of professionalism and over-emphasis of athletics are well known by the administrator today. He is very fortunate to have the high school associations and their ability to enforce regulations at his side. This legislative group has almost unlimited power in regulating and enforcing athletic policies in the various states, and, as a result, render a priceless service to the schools and education in general.

It is especially important in school athletics that each pupil have opportunities to participate according to his ability, and that negative experiences do not cancel stated purposes.<sup>11</sup>

If we are to give each pupil an opportunity to participate, we must sponsor a broad athletic program. The ideal physical requirements for the various sports differ so greatly that no one sport can be the answer. A sport like wrestling, for example, will give an opportunity for the little boy or the large boy, by the many weight divisions, but strength and body types are also determining factors. It, then, could not be considered an ideal sport for all, even if it does have a definite place in an athletic program. The answer must be a program that includes a wide variety in athletics.

For some boys contact sports afford the only consistently attractive experience in school, and school administrators increasingly are aware of this when they inspect the drop out statistics and make case studies of boys with adjustment problems.<sup>12</sup> There is little doubt that this is

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<sup>11</sup>L. R. Kilzer, H. H. Stephenson, and H. O. Nordberg, Allied Activities in the Secondary School (New York: Harper and Brothers, 1956), p. 177.

<sup>12</sup>Ibid.

true. Others, such as Sharman,<sup>13</sup> contend that provisions should be made in the schools for highly organized competitive games, and that through vigorous group participation an important contribution to the development of the organic systems of the body is made.

The arguments for and against athletics are many, and, as is often the case, would be quite difficult to prove. Many beliefs are handed down by the generations and accepted by the conformist, who will not even question or contest it. One of these, for example, is the old idea that athletics are injurious to one's health and that the athlete does not live as long as the non-athlete. Studies observed by Wegener<sup>14</sup> prove that even strenuous competition in athletic sports increases the athlete's vitality, longevity, and usefulness.

The question of usefulness is not at first thought so apparent, yet it is just as real. It requires a great deal of skill to perform the movements that are necessary to get the greatest results, and skill is closely associated with civilization. Awkwardness is regarded in our society as being unpleasant to look upon. The foreigner from lands that do not use many forms of athletics will appear awkward, or clumsy to those of us from an area where sports are given more emphasis. Clumsiness can result in an economic loss in industries where endurance and skill are required in modern day mass production of a quality product. Of the manual workers, few unskilled laborers are good athletes. In

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<sup>13</sup>J. R. Sharman, Introduction to Physical Education (New York: A. S. Barnes and Company, 1934), p. 264.

<sup>14</sup>A. B. Wegener, Track and Field Activities (New York: A. S. Barnes and Company, 1930), p. 1.

general, where one finds an expert sportsman among manual workers, he will be found to be an artisan and a skilled workman.<sup>15</sup>

In sports activities, a person may point out that only those individuals participating are getting any value from the sport. That is not necessarily true. In the case of football, (basketball, baseball, or any spectator sport may also be included), the aesthetic (or appreciation), idea might be approached. These so-called spectator sports can furnish one very definite thing--entertainment, for the student body and the community.

The National Education Association in the year 1918 listed the worthy use of leisure time as one of its famous Seven Cardinal Principles. In a study observed by Shannon,<sup>16</sup> on a reconstructed formulation of aims and functions of secondary education, the same principle was made more specific by calling it recreational and aesthetic participation and appreciation. This formulation was distilled from authoritative writings by leaders in the field of secondary education over a period of several years. It recognizes the desirability of one's enjoying athletics from the side line and disclosed that there were few forms of recreation which are any more wholesome.

Some authorities may disagree with the idea that being a spectator is a form of recreation. However, if the spectator is going through a form of "emotional participation" he is getting some recreational value

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<sup>15</sup> Ibid., p. 1

<sup>16</sup> J. R. Shannon, "Aims of Athletics," School Activities (Lawrence, Kansas: December, 1954), p. 121.

from the activity. "Emotional participation" is taking place when the spectator is wishing he were in the game, or that he could call the play needed at a particular time. This may help cultivate his interest to the point the individual will become an active participant if he is a youngster, or become a manager, or coach of a similar group if he is an adult. He may become interested in other sports, such as golf, bowling, and tennis, as a result of his association with spectators at the various games.

Life for man is made up of work, sleep and leisure. In America today, with the development of machines capable of doing many of the tasks formerly laboriously done by hand and because of our very high standard of living as compared to that of other countries, the available time for leisure is potentially greater than at any time in history.<sup>17</sup>

If we should heed current advertisements literally, it would seem that leisure is merely an opportunity to enjoy a refreshing glass of our favorite beverage or a time to light up our most satisfying brand of cigarette. Relaxation is desirable, even essential, but we surely have greater ambitions for our leisure than to merely become exploited outlets for the goods of production. Leisure, in fact, is exactly the opposite of that; it is the outcome of our modern technology of production, the goal of all research and invention, the realization of a successful civilization.<sup>18</sup>

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<sup>17</sup>J. H. Shaw, C. A. Troester, Jr., and M. A. Gabrielson, Individual Sports for Men (Philadelphia: W. B. Saunders Company, 1950), p. 2.

<sup>18</sup>W. A. Haines, "Education in the High School for Leisure Activities," School Activities (Lawrence, Kansas: September, 1954), p. 17.



What we do with our leisure time, therefore, becomes increasingly more important. History shows that too much leisure time has been the downfall of nations--leisure for the general population becoming the forerunner of decadence of that society. This has been true because of unwise use of such time.<sup>19</sup> In America, leisure need not lead us into a downfall. In our schools, by using a wide variety of sports in our athletic program, we can educate the student in such a way that he can easily adapt to a period of leisure. Many of the sports that are offered in the schools have a definite carry-over value. By carry-over value, we mean the sport can be played and appreciated by the individual many years after he has left school, and in later life. He has mastered the skills, it now becomes a pleasure for him to play and relax on the weekends, on vacations, or even after a hard day's work. The spectator sports usually don't permit the person to remain active as a player for as late in life, but the knowledge of the game and its rules that he has acquired through playing can be a comforting thing in discussing the game from the sidelines. A person with experience is more confident as he speaks, and his listeners will respect more fully his statements and his judgment. If a fine sports program in our school days can play an important part in our later day living by helping us to utilize our idle time in a pleasant and more useful manner, than it certainly is a worthwhile project.

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<sup>19</sup> Shaw, Troester, and Gabrielson, op. cit., p. 2.

## CHAPTER IV

### WHAT SPORTS SHOULD BE IN THE SCHOOL PROGRAM?

#### Basketball and Football

In this state most of the schools sponsor basketball and, when the enrollment is large enough, football is included in the program. These sports, on the average, probably will take in enough revenue through gate receipts to support the activity. The values of these sports apparently outweigh the opposition, as they are generally accepted for the school athletic program. Not all sports are fortunate enough to be placed in the program, although baseball and track and field usually do not meet with opposition from administrators as do some others, namely: wrestling, tennis, golf, swimming, gymnastics and cross country. An attempt should now be made to show why these sports would be a good activity in the school program.

#### Track and Field

This sport, of which many of the events are as old as the history of man, ranks third in the number of participants in high school, being outnumbered only by basketball and football.<sup>20</sup> Many will argue that this sport has a very definite place in our schools today. The large variety of track and field events that call for speed, endurance, and skill, including more than thirty different events that are composed of walking,

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<sup>20</sup> Seaton, Clayton, Leibee and Messersmith, op. cit., p. 1.

running, jumping, throwing and climbing activities, offer an opportunity for practically every type of individual to participate successfully.<sup>21</sup> One needs to attend a track meet only once, to find this to be true. There, taking part in the different events, will be performers of all sizes and body types, each having some profound ability, whether it be speed, endurance, strength, co-ordination or timing.

This sport is generally recommended by coaches of the other sports because some of the basic fundamentals of those sports are running, and the speed and endurance that can be built up are a definite aid to a participant in, for example, football, basketball and baseball. Track is not considered a recreational sport, but the appreciation of the sport can be one of the pleasures of later life. How popular is track? Over a million high school boys and girls participate in track each year.<sup>22</sup>

### Baseball

Baseball is played not only in schools, colleges, professional leagues, but in almost every city, town, and hamlet in the country. Patrons of the sport are familiar with its rules and strategy and understand the techniques and tactics involved in every play.<sup>23</sup>

Baseball ranks fourth in high school sports participation,<sup>24</sup> and is often referred to as "The National Pastime." Our communities in recent years have developed league play for youngsters in baseball from

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<sup>21</sup>Ibid., p. 189.

<sup>22</sup>Ibid., p. 189.

<sup>23</sup>D. E. Jessee, Baseball (New York: A. S. Barnes and Company, 1939), p. 10.

<sup>24</sup>Seaton, Clayton, Leabee, and Messersmith, op. cit., p. 1.

recognized by the U. S. Navy for cadet training. Wrestling helps to develop four things that a combat pilot must have:<sup>26</sup>

1. Individual initiative.
2. Mental alertness and physical toughness.
3. Body control under combat conditions.
4. Courage and physical efficiency to carry on.

If the U. S. Navy feels so strongly about the sport, it should have some value in our everyday life. Many administrators must recognize this fact, as exemplified in the increased number of schools participating in wrestling in Illinois each year. In 1957, eleven more schools sent teams to the state sectional meets and a total of 152 more boys competed than did the previous year.<sup>27</sup>

### Tennis

Tennis is a sport that would be even more popular if more facilities were available in the communities. It can be played both indoors and outdoors, but we generally associate it with the sunny, dry weather in the open air. Many schools do not have sufficient space for tennis courts on the school grounds and, as a result, must depend upon city parks and playgrounds for the play area. The game stresses the development of speed, agility, co-ordination and endurance. It can be played as an individual sport, as in singles play, or a team sport, when doubles play is being carried on. An advantage of this sport is the relatively low cost of financing the program after the playing area has been developed.

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<sup>26</sup>United States Naval Institute, Wrestling (Annapolis, Maryland: 1950), p. 9.

<sup>27</sup>The Illinois Interscholastic (Glen Ellyn, Illinois: April, 1957), p. 111.

Tennis is generally considered to be one of the best carry-over sports for it can be played with enjoyment over a wide span of years. In addition to its merit as a means of maintaining physical development, it has many social values. Like badminton, it is one of the sports well suited to mixed competition. Because of these values, tennis has become a truly universal sport and is played by people all over the world.<sup>28</sup>

### Golf

Few sports offer as much of an opportunity for lifelong enjoyment as golf. It has tremendous social value, and for the older persons is just the type of physical exercise recommended by their doctors, since players can set their own playing pace.<sup>29</sup> A man in his 70's may be found on many golf courses, reaping pleasurable experiences from a game that is so different from many, in that increasing age does not seem to cause a great loss of skill.

This sport, like tennis, is handicapped as a school activity because several acres of land are needed for a golf course, not to mention the cost of maintenance. However, if the local country club or municipal course can be used, the sport can be financed for a few hundred dollars a year. These reasons apparently are not able to hold the sport back, as there is a definite increase in interest since World War II.

A rough estimate reveals that 2,500 or 14% of our sports playing high schools are now supporting varsity golf.<sup>30</sup> Indiana, according to

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<sup>28</sup>Shaw, Troester, and Gabrielson, op. cit., p. 345.

<sup>29</sup>Ibid., p. 185.

<sup>30</sup>R. V. Hirstein, "Golf as a Varsity Sport," Scholastic Coach (New York: March, 1957), p. 28.

Hirstein,<sup>31</sup> is one of the leaders in the field. Approximately 125 of the 763 state association members play the game on an interscholastic level. Statistics are not complete in many of the states, but a 1953 study made in Florida, covering 136 schools, shows that only about 10% of the schools sponsored golf, even though 81% of those remaining said they thought it should be included in the high school program.<sup>32</sup> The indications are that the golf program will increase and this fine, relaxing and stimulating sport that appeals to so many will soon be available to the high school student.

### Cross Country

This sport, which involves distance running, is probably not as attractive as many and the nature of it eliminates certain physical types as competitors. Occasionally a heavy runner succeeds in high school cross country competition, but a large majority of the best cross country runners are of average height and with slight physique.<sup>33</sup> It does have a definite place in the program, because it will reach some boys who are unable to compete in other sports. On the other hand, many excellent performers on the track squads can point to the cross country course in the fall as a basis for their stamina and endurance. Two Illinois state high school track champions, Jim Bowers (mile-1956) of DeKalb, and Bill Palmer (high jump-1957) of Arlington Heights, are just two examples of

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<sup>31</sup>Ibid.

<sup>32</sup>J. R. Frymier, "Why Aren't you Teaching Golf?" Journal of Health, Physical Education and Recreation (Washington, D. C.: April, 1954), p. 22.

<sup>33</sup>R. I. Miller, Fundamentals of Track and Field Coaching (New York: McGraw-Hill Book Company, Inc., 1952), p. 57.

boys who kept in fine condition for track by running on cross country teams in the fall. Many basketball coaches ask their prospective basketball players to run on the cross country team to build up their endurance and condition their legs.

There has been a feeling among several people that cross country running is injurious to a boy's health, but there seems to be little basis for that argument. Lloyd W. Olds,<sup>34</sup> in his book, relates that tests were made on several groups of athletes competing in the Annual State Interscholastic Cross Country Runs (Michigan) and they indicated that a two mile run is not a severe form of competition for high school athletes. This activity, which should be considered a developmental sport, rather than recreational, is increasing in popularity in Illinois. One hundred sixteen downstate and suburban high schools, plus several Chicago schools, entered the 1956 series of I.H.S.A. sponsored cross country meets.<sup>35</sup> This number increased to one hundred thirty nine<sup>36</sup> in 1959. This was the largest number of entries in history, so the indications are that we have another fall sport that is rapidly being accepted in our school programs. An attractive feature to administrators is that this sport can be operated in most schools on a budget of three hundred dollars, providing competition can be found without too much travel.

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<sup>34</sup>L. W. Olds, Track Athletics and Cross Country (New York: A. S. Barnes and Company, 1930), p. 136.

<sup>35</sup>The Illinois Interscholastic (Glen Ellyn, Illinois: November, 1956), p. 35.

<sup>36</sup>The Illinois Interscholastic (Glen Ellyn, Illinois: December, 1959), p. 62.

### Swimming

Swimming is a very popular sport, having 8 to 10 million participants<sup>37</sup> in this country. These statistics show its popularity as a recreational sport. The schools, however, have not been able to include it in the school program very easily because of lack of facilities. Most schools feel the initial cost and maintenance costs are too great to install it in the curriculum. Only thirty six schools entered the state swimming meet in Illinois in 1957.<sup>38</sup> In 1960, fifty high schools<sup>39</sup> entered, indicating an increased number of schools may now have the facilities, or feel that the sport belongs in the athletic program.

Swimming is generally recognized as an excellent activity for all around body development. It may be several years before swimming can take a rightful place in the athletic program. Until that time, we are fortunate that the Red Cross sponsors a program of swimming instruction in most cities, so the young people are given an opportunity to learn the skills. It would reach a far greater number of people if the schools were equipped to sponsor this worthwhile activity.

### Gymnastics

There is another sport that is beginning to appear in the high school athletic program in Illinois. Twenty seven high schools,<sup>40</sup> seven more than in 1959, entered the 1960 state gymnastics meet. This sport is certainly

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<sup>37</sup>Seaton, Clayton, Leibee and Messersmith, op. cit., p. 1.

<sup>38</sup>The Illinois Interscholastic (Glen Ellyn, Illinois: April, 1957), p. 108.

<sup>39</sup>The Illinois Interscholastic (Glen Ellyn, Illinois: April, 1960) p.123.

<sup>40</sup>Ibid., p. 126.



## CHAPTER V

### SUMMARY

Several sports have been discussed in this article with reference to their value or place in a high school athletic program. Each sport, whether it be a team sport or an individual sport, can point to certain strong points or values that it can give to the participant, or spectator, or both. It is a shame that so many of our schools are unable to finance the type of athletic program that is best suited for the student today. It is possible, through constant effort, to sell a community on the athletic needs in its school system. To do this, the program we are operating today must be as good as possible to help sell an even better one in the future. There can be some danger points in an athletic program. These danger points can ruin a program for the participant, school and student body, and the community, if permitted to do so. These points that should be avoided are: the glorification of the star athlete, placing too much emphasis on winning, and making a public spectacle out of athletic contests rather than being concerned with the growth of the individuals participating. Administrators should never lose sight of the fact that their athletic program is for the students first. Those students will be the participants and they also will make up a fair share of the spectators, so give them a worthwhile program. According to a newspaper article by Eugene Gilbert,<sup>42</sup> President of the Gilbert Research Company, a

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<sup>42</sup>E. Gilbert, "Youths Turn Again to Sports," Decatur Sunday Herald and Review (Decatur, Illinois: July 14, 1957), p. 45.

1957 survey indicates that 55% of the boys and 44% of the girls participate in high school sports. Those boys and girls surely play because they want to, so they should be given the opportunity to select the sport for which they think they are best suited.

What we can give them today can be pleasurable experiences now, and in later life. This would mean that some sports would have to be included in the program that could not possibly bring in enough revenue to support themselves. That should have no bearing on a decision because in reality we would be making an investment in the youth of today. Where could a finer investment be made?

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